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ABSTRACT

This final performance report for the St. Charles Public Library and Literacy Volunteers of America-Fox Valley literacy project begins with a section that provides quantitative data. The next section presents a summary of activities during 1993 based the following project goals and related objectives: (1) increase visibility to attract students from the residential community; (2) serve the business need in the area; (3) develop a family literacy program; (4) develop and expand training and teaching materials available; (5) support volunteers; (6) support students at current educational levels and help prepare them for group learning situations; and (7) maintain leadership and financial resource plans to ensure program continuation. Activities described include community awareness efforts such as newspaper/newsletter articles and a spelling bee; establishing relationships with possible sources for student referrals; sessions to help parents read to their children; tutor training; and book discussion and ESL conversation groups. Contributions of other organizations, facilities used, and the impact of the project are described. Proposed and actual expenditures are compared. Attachments include newspaper clippings, a booklist, and sample newsletters. (MES)

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St. Charles Public Library, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

FY 1993

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

Part I: General Information

Name and Address of Organization Receiving Grant:	St. Charles Public Library 1 South Sixth Avenue St. Charles, IL 60174
Name and Telephone Number of Person Preparing Report:	Peg Coker, Program Director (708) 584-2811
Grant Number:	E167A20212
Grant Amount Awarded:	$24,500
Grant Amount Expended:	$22,193

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
X between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

X Recruitment
___ Retention
___ Space Renovation
___ Coalition Building
X Public Awareness
X Training
___ Rural Oriented
X Basic Literacy
___ Other (describe)_____
X Collection Development
X Tutoring
___ Computer Assisted
___ Other Technology
___ Employment Oriented
X Intergenerational/Family
X English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
X Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) _____
___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
X English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach X LVA ___ Michigan Method
___ Orton-Gillingham X Other (describe)

LVA enhanced with other methods to tailor tutor training to the needs of the community.

5. If this project involved tutoring, how was it provided? (check as many as applicable)

_X_ one-to-one tutoring _X_ small group instruction
___ classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? _X_ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

Students were tested with SORT, READ, ESLOA and CELSA tests upon entering and after one year with the program. Goal was to have students progress one reading or language ability level per 40 hours of instruction. Students who participated in the program for at least one year progressed one reading or language ability level except 4 students who were referred to us by Elgin Community College ABE/GED program at Haines Junior High (as testing was done by the college), 1 student who has a fear of tests, and 6 students who did not meet regularly with their tutors due to work conflicts.

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? _X_ yes ___ no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

Tutors were called bimonthly for progress checks and to see if students were meeting short term/long term goals. If progress was not being made or it was subjectively determined that the tutor/student match was not working, tutors and students were rematched. A total of 16 met their individual goals.

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

_X_ bibliography
___ curriculum guide
___ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
_X_ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way) 235
Of those served, how many received direct tutoring service? 196
How many hours of direct tutoring service did they receive? 3,812
How many new volunteer tutors were trained? 62
How many current volunteer tutors received additional training? 44
How many volunteer tutors (total) were involved? 230
How many non-tutor volunteers were recruited? 20
How many service hours were provided by non-tutors? 300
How many librarians were oriented to literacy methods, materials, and students? 5
How many trainers of tutors were trained? 5

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

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Part III. Narrative Report

In Fiscal 1991, LVA-Fox Valley adopted eight goals which guided the program through the twelve month period. The program's long term goal is to maintain stability and generate moderate growth so that the program does not extend beyond its resources too quickly.

The program served 235 students. 66% were recruited from the community, 30% from business and 4% from corrections. The program's goal was to recruit 200 students; 60% from the community, 40% from business, and to move away from the corrections effort. It is thought that several of the students listed as community referrals actually were referred by their employer as LVA made an effort to recruit from small businesses. However, these students officially stated that they were referred by friends. Students were served in corrections as two tutors continued to work with students during the fiscal year. No new tutors were assigned. 15 students were referred to other literacy organizations as they worked or resided outside of the service area or would be better served by a community college due to their ability levels.

Students were tested with SORT, READ, CELSA and/or ESLOA tests upon entering and after approximately one year with the program. The program's instructional goal was to have students progress one reading or language ability level per 40 hours of instruction. Students who participated in the program for at least one year progressed at least one reading level or one language ability level except 4 students who were referred to us by Elgin Community College ABE/GED program and were tested/retested by the college, 1 student who has a fear of tests, 6 students

who did not meet regularly with their tutors due to work conflicts and corrections students as tutors are not allowed to test them. Tutors reported that students who did not complete one year of tutoring showed improvement in specific areas. 16 students graduated from the program by meeting their goals.

A total of 103 students terminated their relationship with LVA-Fox Valley during the fiscal year. Statistics continue to show the Basic Reading population to be quite stable but the ESL population to be rather transient. Of these students, 58 moved to other areas, both inside and outside of the United States either before or after they were matched. Fox Valley businesses and private households attract many unskilled ethnic minorities to the area. These unskilled workers move often as manufacturers close and jobs are eliminated. Others are skilled caregivers who serve older individuals in their homes but move often as their patients die and they must secure other clients. 11 students left the program because of work conflicts and/or scheduling problems. Many LVA-Fox Valley students work at minimum wage jobs that require workers to have flexible schedules (bus boys, fast food workers, maids). They are called when work is available and must forfeit tutoring time. Some of these students return when their schedules become more regular. The other 18 students left for various reasons. The following statistics are offered regarding the length of time terminating students worked with tutors:

	0-5 months	6-11 months	12-24 months	25-36 months
Average Length of Stay Among Terminating Stds.	47	27	13	16

Whenever possible, terminating students are referred to other literacy organizations.

LVA-Fox Valley operated with a Program Director who worked approximately 25 hours per week, an Assistant Program Director who worked approximately 20 hours per week, 2 trainers who helped with tutor training and tutor support, and a part-time temporary office assistant/secretary. $2,306 of the award went unspent as volunteers offered services which reduced staff hours. Some of the unspent award was used to purchase library materials over the amount budgeted.

A summary of activity based on goals and objectives is outlined below.

Goal 1: Increase visibility to attract students from the residential community

LVA-Fox Valley worked hard to keep the program in the public eye. It is felt that community awareness of literacy services not only attracts tutors to the program but encourages student referral from people in the area. Statistics show that the vast majority of our students are referred by friends and family.

Short articles regarding tutor training ran in three local papers at least once, sometimes twice about two to three weeks prior to training. Articles congratulating volunteers who graduated from tutor training were published one to two weeks after training ended. Valley Kids ran information about training on their monthly events calendar. The Kane County Chronicle offered a half page ad to advertise training in October, 1992. Newspapers ran seven public interest stories about the First Annual LVA-Fox Valley Adult Spelling Bee in February, 1993. The Chicago Tribune ran a half page article in their special Kane County suburban edition that featured an LVA tutor in April, 1993. The Kane County Chronicle ran an editorial that featured LVA-Fox Valley called "Reading is Still Fundamental" in June, 1993. The Kane County Chronicle ran an article about a couple bicycling to the National Literacy Conference

in September, 1993. The Kane County Chronicle ran an article on workplace literacy in September, 1993. One of these articles appears in Appendix A.

In addition to the above, short articles were placed in at least one of the library newsletters during the year, LVA-Fox Valley displayed information in the main display case of the St. Charles Library, posters were displayed prior to each training at the libraries in the service area, the program released public service announcements to four local radio stations and interviewed with David Blair at AM1480.

In February of 1993, LVA-Fox Valley held its First Annual Spelling Bee at Pheasant Run Resort in St. Charles. Fourteen teams of three adults from area businesses, community service groups and one nursing home competed for the title of best speller. The announcer from the Kane County Cougars (our local baseball farm team) volunteered to be announcer/spellmaster. The event was judged by the mayors of St. Charles, Batavia and a board member who is a prominent local attorney. Local businesses supplied refreshments. With such great success in the first year, LVA-Fox Valley hopes to make this a yearly visibility/fundraising event.

The second objective was to contact one possible referral source every other month to educate targeted groups and build its referral sources. The program began or continued to build relationships with

o community service groups such as Rotary, Kiwanis and Zonta. Breakfast Rotary, PEO and the American Association of University Women invited LVA-Fox Valley to speak.

o Welcome Wagon which agreed to place brochures in their public awareness packets.

o Town House Books which placed bookmarks with LVA information on their checkout counter.

o area food pantries which displayed multi-lingual brochures.

o the ESL coordinators of the St. Charles school district who refer parents of children. Two schools (Richmond and Anderson Grammar Schools) offered classroom space to tutors and parents who had been referred by the schools.

o the local police department which was contacted to see how many 911 calls come in from non-English speakers. We hoped that they might agree to make information available to these callers. However, they responded that few calls from non-English speakers came in.

o Department of Employment Security in Elgin which placed posters and brochures in Spanish at their facility.

o St. Mary's Church in West Chicago whose congregation is mostly Hispanic, Lord of Life Lutheran Church and Baker Methodist Church which publishes information about tutor training.

o Elgin Community College Area Planning Council 509 which deals with how adult education is delivered in the Elgin Community College district and acts as a network of agencies which refer students for literacy and other educational services.

o Covington Courts Apartments which house several elderly residents and their caregivers.

o Tricities Networking Team, a group of non-profit organizations who work to better the community.

o Elgin Community College which holds ABE/GED classes at a local junior high school during the regular school year.

Goal 2: Serve the business need in the area

LVA-Fox Valley continued its partnership with Pheasant Run Resort. Over the course of the year, 40 students were referred. The Personnel Manager continually notes instances where employees are better able to communicate with guests and is happy with employee progress.

Continued contact was made with ARA Environmental Services at Arthur Andersen. The company indicated an interest in having LVA-Fox Valley meet with employees at that facility. The mechanics of the program were set in place. However, other company projects took precedent over basic skills training and the project was put on hold. In September, 1993 the manager referred two employees to LVA-Fox Valley. During the first week of November, 1993, the manager referred another twelve employees. Success at ARA Environmental Services will be reported next fiscal year.

In an effort to serve small businesses who may have limited space for on-site programs, LVA-Fox Valley sent Spanish and Polish posters and brochures to selected restaurants, hotels, Target, Walmart and KMart stores encouraging employer referral to the community program. Several referrals were made.

The program also contacted KDK Job Services in Elgin to talk about their work readiness activities and to offer literacy services to Job Service clients in St. Charles.

Conversation continues with Admiral Cleaning Services which has the cleaning contract for District 303 schools. They are interested in having tutors work with

cleaning people in empty classrooms.

The program did not release a flyer to the Chamber of Commerce as possible workplace literacy sites had been identified.

Goal 3: Develop family literacy program

In Fiscal 1991, LVA-Fox Valley began to work with Two Rivers Head Start in Valley View to introduce reading circles to its parents. The goal of this program is two-fold. Valley View Head Start is interested in developing programs for parents to involve them in the education of their children. LVA- Fox Valley would like to introduce adult learning services to Valley View, an area of St. Charles that tends to be "clannish", is mistrustful of St. Charles community services and houses many welfare recipients and undereducated people.

The program developed a series of four sessions to help parents read to their children. They were based on "Laying the Foundations," a parent-child literacy program developed by Push Action Literacy Now, a Washington D.C. based organization.

Valley View Head Start is a small program so, attendance figures tend to be small. Two to five parents generally attend each session except this fall when we had nine parents at the September session. Two of these parents referred themselves for literacy services. Marketing of the program is greatly dependent on the cooperation of the local director. In September, Head Start hired a director that is particularly interested in continuing education for parents.

In addition to the four sessions presented, LVA-Fox Valley asked to attend parent kick-off meetings in the fall and made plans to participate in a coffee for

parents who were interested in continuing education which will be held in October.

Goal 4: Develop and expand training and teaching materials available

LVA-Fox Valley's Assistant Director is held in very high regard by tutors and students alike. For this reason, the program would like her to become involved in other aspects of the program using her professional skills to further develop family literacy and workplace literacy. However, the program did not want to overload or "burnout" this individual sacrificing the quality of her training, matching and tutor support responsibilities.

LVA-Fox Valley recognized that the program had five volunteer tutors with special talents. One had professional teaching experience, one was a retired special education teacher, one had a masters degree in reading, one had tutored for five years with tremendous success, and one had an advanced degree and taught English to diplomat's wives in Washington D.C. before relocating to this area.

To take advantage of the educational talent of these volunteers, the Assistant Director developed a "Train the Trainer" session to introduce them to lesson plans used during tutor training as well as library policies and practices. Two of the five were chosen to present parts of the LVA tutor training in January. The two performed with great success and were hired as independent contractors.

The three trainers continue to refine the program's blended training approach. LVA-Fox Valley's combined ESL/Basic Reading approach has been very valuable to both tutors and students. The students benefit as tutors are able to teach both vocabulary and development and reading skills. The tutors benefit as they are confident in their abilities to teach Basic Reading, English Speech or to combine the

two approaches. The mix of vocabulary building and reading techniques has allowed them to take a "whole language" approach to teaching.

At the end of each tutor training, tutors are asked for their comments regarding tutor training. The survey asks how training might better meet the needs of the tutor. This fiscal year, evaluations mirrored last year's comments. The things tutors found most helpful were the ESL videos and handouts, time spent with experienced tutors/students who came to the classroom to talk about their experiences and the teachers' enthusiasm. The thing that tutors found least helpful were the Basic Reading videos which are quite dated. The program continues to wait for Literacy Volunteers of America to update their Basic Reading videos which should occur in the Fall of 1994.

There were very few things that the tutors wanted to spend more time on. Some wanted to spend more time on lesson planning, some wanted more information on assessments and some wanted information on what to expect when actually tutoring. The Assistant Director changed the training based on these and the comments of the new trainers throughout the year to build on positive comments and address concerns. She also added a segment that helps tutors realize how important it is to introduce the student to the library, how a student can get a library card, and how to find resources outside of the LVA collection. The segment includes a tour of the library.

To expand teaching materials available to tutors, the program added 138 titles to the collection. The LVA collection holds about 400 books and workbooks for tutors to help in lesson planning and high interest/low level reading material for

students. The regular library collection holds a vast array of other materials suitable for tutors and students alike. Foreign language grammar books, vocabulary books, dictionaries, audio and video cassettes were purchased and placed in the regular library collection. It is our hope that this will encourage students to look for materials in several areas of the library. A listing of purchases is found in Appendix B.

To make the LVA collection more accessible to tutors and students, books are checked out using a special procedure. Tutors and students simply write their names on a card in the pocket of the book, remove the card, place it in a file and keep the book for as long as they need it (within a reasonable period of time). It is not necessary to check out books through the Circulation Desk. The procedure encourages students to read high interest/low level reading materials as these students would normally be too shy to bring books that identify them as literacy students to the Circulation Desk for checkout. The procedure also helps tutors who need materials longer than the normal three week time period.

The program did not add computer programs to the libraries collection as interest in computers has waned. Tutors and students are opting for the traditional reading, writing and speaking materials and audio/video materials.

Goal 5: Support volunteers

LVA Fox Valley's objective was to train 90 tutors in 5 sessions during the course of the fiscal year. The Assistant Program Director trained 62 tutors in 6 sessions which were held in October, January, February, March, May and September. One training was held in a minority area but lack of volunteer response caused us to cancel the session. Most volunteer organizations in the Fox Valley area reported

volunteerism to be down, possibly because of the economy and the need for many homemakers to return to work or seek part time work, the need for many workers to absorb the responsibilities of other workers through attrition which limited volunteer time and the general climate of uncertainty.

In addition to basic training, the program held five tutor support sessions. Subjects included "Accent Reduction" (which was attended by 22 people), a tutor reunion where tutors came together to share ideas (which was attended by 9 tutors), "Hands On Grammar" (which was attended by 12 tutors), a conference sponsored by Rotary in Chicago (which was attended by 4 tutors) and "Critical Thinking" which was cancelled for lack of interest. (The session was set for May which is always a busy month for tutors.)

Personal contact was maintained with tutors through bimonthly telephone calls. During the calls, the number of hours tutored, number of hours spent in preparation, what tutors and students were working on and information on how the program might help them meet their needs was obtained. Information was recorded on calling sheets. The objective of these calls is not only to gather information but to prevent the tutor from feeling isolated.

"Literacy Update" was published bimonthly. The basic format of this tutor newsletter includes program news and/or feature articles, business and fundraising, tutor tips, ideas, new materials available and other items of interest. Tutors are often asked to contribute articles. Copies were sent to the Circulation and Reference staff to keep them informed on literacy news and events. A copy of the newsletter is found in Appendix C.

Finally, a tutor recognition dinner was held aboard a local paddlewheel boat in June. It was attended by 52 tutors, students and other volunteers.

Goal 6: Support students at current educational levels and help prepare them for group learning situations.

The program hosted Book Discussion Group and ESL Conversation Group every month. These groups were developed to help students practice their newly found skills in a protected environment. They also help students to make the transition from a one-to-one learning situation to a group learning situation.

The Book Discussion Group was hosted by a reading teacher employed by the St. Charles school district and a literacy board member who is a teacher and the wife to the St. Charles Library Board President. They read Call of the Wild, Homesick: My Own Story, Tuck Everlasting, Sarah, Plain and Tall, Dear Mr. Henshaw and Number the Stars. Several students were motivated to read other titles by these authors as a result of their experience. Students discussed the book, personal thoughts and reading problems.

The ESL Conversation Group was hosted by the Personnel Manager at Pheasant Run Resort once a month. Pheasant Run offered their facilities so that students could meet in a relaxing, congenial atmosphere. Subject matter was planned by the leader but most often, planned discussion was abandoned in favor of subjects brought up by the students. In September, 1993, one of the new trainers who has an extensive experience in ESL tutoring and a background in education took over the coordination of the Group. The Group started meeting at the St. Charles Library so that the host could integrate activities that would familiarize students with the library.

Twenty one books were added to the student fiction collection as listed in Appendix B.

A student newsletter was published bimonthly. "The Student News" includes articles written by students, articles of interest, ESL Conversation and Book Discussion Group news and games to reinforce vocabulary. The newsletter was also sent to Circulation and Reference staff to inform them of student events. A copy of the newsletter is found in Appendix D.

Through the student newsletter, the program sponsored a writing contest. Winners received gift certificates at local restaurants. Articles were published in the newsletter.

Goal 7: Maintain leadership and financial resource plans to ensure program continuation

The Board of Directors has been successful in securing support from the community including the St. Charles Community Chest, service groups such as Rotary, Kiwanis and Zonta, local groups such as St. Charles Mothers Club and Newcomers Club as well as support from businesses and individuals.

In addition to financial support, many churches and other libraries opened their facilities including:

- o Valley View Head Start (tutoring site)
- o Geneva Library (tutoring site, training site and advertising space)
- o Batavia Library (tutoring site, advertising space)
- o West Chicago Library (advertising space)
- o St. Mark's Lutheran Church of St. Charles (tutoring site and training site)
- o St. Mary's Catholic Church of West Chicago (tutoring site and training site)

o Pheasant Run Resort (tutoring site, meeting rooms for ESL Conversation Group)

o ARA Services (tutoring site)

o Covington Court Apartment Complex (tutoring site)

Although additional support was secured, the Federal grant had the greatest impact on the program providing 53% of the program's expenses and affecting program operations in many ways:

o The availability of federal funds for salaries enabled the program to stretch local dollars further for other program expenses.

o Receipt of federal support had a positive impact on the willingness of local donors to contribute to the program. They viewed it as evidence of the program's broad fundraising efforts as well as evidence of a quality program meeting high government standards.

o The availability of federal funds permitted Board members to maintain a good balance of focus between programming and fundraising instead of an imbalance towards fundraising.

The St. Charles Public Library has played a very important role in meeting the goals and objectives listed above:

o The Library Director holds monthly staff meetings with the LVA Program Director, as she does with all library program directors, to review goals and objectives.

o The Youth Services Director offered her expertise when the literacy program was developing its family literacy program, and has continued to supporting the program as we have improved the program. She has also offered to do children's programs for Head Start.

o The Circulation staff makes a point of inquiring about needs when patrons check out English self-help materials. If the patron expresses an interest in lessons, they ask the patron to wait and immediately call the literacy staff who further determines needs and interests.

o The Reference staff has been available and extremely kind to students who have questions when looking for materials which has served to increase the literacy students level of comfort in the library. The Reference staff continually advises the program of interesting reference materials available. These materials are often featured in the literacy newsletter.

o Technical Services catalogs the LVA collection and keeps the literacy program abreast of new materials purchased for the regular collection that may be of interest.

In addition to the above, the library provides desk space, tutoring space, meeting space, professional support and general moral support to the program.

A report of budgeted versus actual expenses is provided.

	Budgeted		Actual	
	Federal	Local	Federal	Local
Salaries	$21,000	$ 8,500	$17,968.96	$8,242.46
Benefits	1,733	701	1,432.21	643.81
Travel		230		880.71
Supplies		4,160		2,892,56
Library Materials	1,767	755	2,791.53	
Other				
Phone		240		246.29
Postage		1,334		1,429.53
Printing		1,625		1,393.12
Misc.				1,058.37
Bee Expense				1,782.73
Affiliate Fee				325.00
TOTAL	$24,500	$17,545	$22,192.70	$18,894.58

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People and Events

Is there an o-c-h-l-o-p-h-o-b-i-s-t in the house?

LVA's 1st-ever spelling bee was real h-i-t

by Johanna Harris

Through my work at *The Republican*, I have a list of unusual words that I can spell correctly without blinking an eye. Some of them are "Pottawatomie," "Ottilie" and "Schielke."

Through my latest endeavor, I now have a few new words for my list, including the dreaded "odontoloxia." I know its meaning has something to do with teeth, and that our team spelled it wrong Saturday at the first-ever Fox Valley Affiliate Literacy Volunteers of America (LVA) spelling bee.

For the record, I'd like to add that we spelled "ochlophobist," "dowager," "lassitude," "cataclysm" and "picturesque" correctly.

In the final round, when spelling bee announcer Jack Mielke challenged the *Press-Republican* team of myself, Marc Alberts and Jessica Hauser with odontoloxia, we knew we had a slight problem. After we conferred for the allowed 20 seconds, Marc took a deep breath and said, "Odontoloxia. O-D-O-N-T-Y-L-L-O-X-I-A. Odontoloxia." Needless to say, we were wrong.

We practiced so hard the night before ("Hey Marc, I couldn't tell if you spelled "kakistocracy" right because your mouth was full of potato chips. And by the way, is that "potato" with an "E" on the end?") but we choked under pressure. However, we still garnered fifth place among the 14 teams that took part in the bee.

P-ic-t-u-r-e-s-q-u-e team

Jessica Hauser, Marc Alberts and Johanna Harris (from left to right) had no trouble spelling "picturesque" or "ochiophobist" at the Literacy Volunteers of America spelling bee Saturday. Unfortunately, their doctors tell us they have an embarrassing problem with odontoloxia.

Republican photo by Paul Beaty

The winning team, a group from Arthur Andersen, finally won the bee with "zygosis," (a word I'm sure *I* could have handled) after competing back and forth for 45 minutes with the second-place team, the Batavia Rotary Club.

"We were kind of praying for it to end either way," said Mark Brewer of the winning team. "And we'll be back next year as defending champions."

The bee was held in Pheasant Run's dinner theater, and the other teams that participated included The Holmstad, the Geneva Rotary, *The Kane County Chronicle*, Pheasant Run, the St. Charles Business Park, *Valley Kids* newsmagazine and four more teams from Arthur Anderson.

The competitive spirit ran high, and most teams had their own T-shirts and cheering sections (including a whole bus load from The Holmstad). I was nervous as heck under the hot lights of the theater stage, but still laughed at the zany sentences Mielke (the Kane County Cougars' announcer) formed around the tough words.

The event was judged by St. Charles Mayor Fred Norris and Batavia Mayor Jeff Schielke (Geneva Mayor Greg Ottilie was unable to attend) and they were quick to let us know if we spelled a word right (by ringing a cow bell) or wrong (with the sound effect of breaking glass).

The teams that placed won great prizes, including Cougars jackets for the first-place winners, and many area businesses donated raffle prizes. The whole idea of the bee was to raise money for the LVA (teams that entered the bee paid $300), and according to bee coordinator Joan Rumps, it was a resounding success.

"I think it went great. We've had a lot of positive comments," Rumps said. "I didn't know we had such terrific spellers in the area."

LVA volunteers tutor students in a one-on-one setting for an hour each week. Within the last year, about 150 trained volunteers have served more than 200 students. Although the Fox Valley Affiliate currently receives funding through a federal grant, that grant may not be available by next year. Therefore, Rumps says the group hopes to make this spelling bee an annual fundraising event.

For those who may have missed the bee but would still like to volunteer with LVA, new tutor training classes begin next week. Classes will be held from 6:30 to 9:30 p.m. Mondays and Thursdays for three weeks at the St. Charles Public Library, 1 S. Sixth Ave. in St. Charles. More information also is offered at 584-2811.

Appendix A

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3 New Oxford Picture Dictionary Beginning Workbook
3 New Oxford Picture Dictionary Intermediate Workbook
2 New Oxford Picture Dictionary Monolingual
4 New Oxford Picture Dictionary Chinese
6 New Oxford Picture Dictionary Spanish
1 New Oxford Picture Dictionary Japanese
5 Make Beliefs
Writers Voices: The Lost Angel
Writers Voices: China Men Woman Warrior
Writers Voices: Dark They Were and Golden Eyed
Writers Voices: Windmills of the Gods
Writers Voices: Dazzle
Writers Voices: It Was On Fire When I Lay On It
Writers Voices: The Joy Luck Club
Writers Voices: Lonesome Dove
Writers Voices: The Mambo Kings Sing Songs of Love
Writers Voices: My Family: The Jacksons
Writers Voices: My Turn at Bat
Writers Voices: Cosmos
Writers Voices: Kon-Tiki
Writers Voices: Best of Dear Abby
Writers Voices: Temple of My Familiar
Surprises
More Surprises
Sudden Twists
More Twists
Shocks
After Shocks
TOEFL Practice Exercises Cassette 1
TOEFL Practice Exercises Cassette 2
Side by Side Book 3 Teachers Guide
News For You
2 Side by Side Book 3 Activity Workbook
2 Side by Side Book 1 Activity Workbook
2 Side by Side Book 2 Activity Workbook
2 Side by Side Book 4 Activity Workbook
2 Side by Side Book 1
2 Side by Side Book 2
2 Side by Side Book 3
2 Side by Side Book 4
2 Side by Side Book 1 Teachers Guide
2 Side by Side Book 2 Teachers Guide
2 Side by Side Book 4 Teachers Guide
4 Sounds and Rhythm
Basic English Grammar
2 Cassete El Ingles Accion
El Ingles in Accion
El Ingles Practico
Conversation Book 1
Conversation Book 2
Critical Reading and Writing for Advanced ESL Students
Fundamentals of English Grammar
Grammar Dialogues
Great American Stories 1

2 Great American Stories 2
Advanced Critical Reading and Writing
Lado English Series 1
Lado English Series 2
Lado English Series 3
Lado English Series 4
Lado English Series 5
Lado English Series 6
Lado English Series 1 Teachers Guide
Lado English Series 2 Teachers Guide
Lado English Series 3 Teachers Guide
Lado English Series 4 Teachers Guide
Lado English Series 5 Teachers Guide
Lado English Series 6 Teachers Guide
Lado English Series 1 Workbook
Lado English Series 2 Workbook
Lado English Series 3 Workbook
Lado English Series 4 Workbook
Lado English Series 5 Workbook
Lado English Series 6 WorkbookLiving with Strangers in the USA
Purple Cows and Potato Chips
English Pronunciation for Spanish Speakers
Prononuncation Exercises in English
Pronunciation Contrasts in English
Rapid Review of English Grammar
2 Resumen Practico De La Gramatica Inglesa
Basic English Grammar
Understanding and Using English Grammar
Enjoy Your English
2 American Phrasebook for Poles
4 Stanislawski Polish/English English/Polish Dictionary
Reading and Thinking Student Book B/C
Reading and Thinking Student Book D
Reading and Thinking Student Book E
Reading and Thinking Teacher Guide B/C
Reading and Thinking Teacher Guide D
Reading and Thinking Teacher Guide E
Aprenda Ingles Facil.Y Rapido Comb.
English Alive
El Ingles Sin Problemas
Perfect English Pronunciation 1
Perfect English Pronunciation 2
Intermediate English Video (2)
Basic English Video VHS (2)
University of Chicago Spanish Dictionary
New Horizon 1 Workbook
New Horizon 2 Workbook
New Horizon 3 Workbook
New Horizon 4 Workbook
New Horizon 5 Workbook
New Horizon 6 Workbook
New Horizon 1
New Horizon 2
New Horizon 3

New Horizon 4
New Horizon 5
New Horizon 6
New Horizon 1 Teachers Guide
New Horizon 2 Teachers Guide
New Horizon 3 Teachers Guide
New Horizon 4 Teachers Guide
New Horizon 5 Teachers Guide
New Horizon 6 Teachers Guide
Aprnda Ingles Facil. Y Rpd Comb
Via Rapido Al Ingles Book
Ingles Para Latinos
Via Rapida Al Ingles

LVA - FOX VALLEY

LITERACY UPDATE

A NEWSLETTER FOR LITERACY VOLUNTEERS

November/December 1993

FEDERAL STUDY FINDS THAT NEARLY HALF THE U.S. POPULATION HAS SERIOUS LITERACY DEFICIENCIES

For years, literacy groups have tried to publicize the need for basic skills among certain American workers. A report released in September by the U.S. Department of Education not only confirmed the need but cited some alarming statistics.

According to The National Adult Literacy Survey (NALS), 90 million Americans over age 16 are basically unfit for employment. They can read simple sentences and add a few numbers but they cannot make practical use of those skills in everyday life. The study says that these adults cannot fill out a bank slip, translate information from a table to a graph, read a bus schedule, or interpret a pay stub.

Even more alarming was the fact that most of the survey participants said they were able to read well or very well.

This statistic is considerably higher than statistics quoted in the last major U.S. study when about 25 million Americans were considered functionally illiterate. Why are there so many more in this study? According to a Newsweek magazine article on this subject, part of the reason for the increase is that the definitions have changed. Traditionally, illiteracy has referred only to people who signed their names "X" or

hadn't graduated at least from a low grade. Now many more are included because we are demanding more from our workers. Irwin Kirsch, project director of the survey is quoted as saying, "This test revealed that many people can read in the technical sense that they can decode the words but, they lack the strategies and skills needed to use the information." The U.S. movement from a manufacturing society to an information society can only hurt those who lack these skills.

As literacy volunteers, we often grope for skills to teach our "intermediate" and "advanced" students. This study makes it very clear that we should include critical thinking in our lesson plans at almost all levels. Johnny may be able to read simple sentences but does he know what they mean? Can he apply the information he has received from the sentence?

(cont. page 4)

LITERACY UPDATE is the bi-monthly newsletter of Literacy Volunteers of America, Inc.-Fox Valley Affiliate, One South Sixth Avenue, St. Charles, IL 60174, 708-584-2811. LVA-Fox Valley is a member organization of Literacy Volunteers of America, Inc. and Literacy Volunteers of America-Illinois, Inc.

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FINANCIAL CORNER

The students, volunteers and staff of LVA-Fox Valley gratefully acknowledge the contributions from the following groups:

GTE
Geneva Community Chest

THANKS TO...

...Bud Hoffer, Margaret Boyd, Peg Tomich and June Rollins for making bimonthly calls to tutors.

...Jill Zimmerman and Cathy DuPont for speaking at Tutor Training in September.

FREE EYE EXAMS FOR STUDENTS

Nearly 8,000 American Optometric Association optometrists will be donating free eye care nationwide to eligible individuals through VISION USA next January. Some criteria has been waived for LVA students, and they will be given priority assignment to local doctors.

To be eligible for free eye care, the student must be a participant in the LVA program, not have any government or private health insurance even if it doesn't cover eye care, not have had an eye examination in the last 12 months, have limited income and be unable to afford to pay for eye care.

Two LVA-Fox Valley students have used the VISION USA service with great success. If your student meets the eligibility criteria and would like a free eye exam, call LVA-Fox Valley for an application form.

TUTOR GET TOGETHER PLANNED FOR NOVEMBER 9

Karen will host a tutor get together for volunteers trained in September and October as well as other tutors who are interested.

Come and see how your fellow classmates have fared with their students and share ideas. We will meet in the Conference Room on Tuesday, November 9 from 7:00pm to 9:00pm.

"HELPING OUR STUDENTS BECOME INDEPENDENT THINKERS" TO BE HELD NOVEMBER 15

Fans will be happy to know that LVA-Fox Valley has asked Barbara Grey to host another support session for Basic Reading and ESL tutors! This session will focus on problem solving with students, quality learning versus rote learning, and helping students discover their own solutions.

Many of you will remember Barbara's terrific session on Accent Reduction last year. She is a speech/language pathologist working in High School District #211 in Palatine and has her own private practice. She has been working with ESL high school students for 10 years and is the author of Problem Solving For Teens which can also be applied to adults. Bring your ESL questions! There will be time for discussion.

We will meet in the St. Charles Public Library Meeting Room at 7:00pm. Please RSVP by calling 584-2811 so we know how many sets of materials to bring. Thanks!

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NEW IN THE COLLECTION

Although the ability to make reasoned judgements about what we read is fundamental in a democratic society, critical reading and thinking skills get only limited emphasis in most books.

Learning to Read and Think, a series by Jamestown Publishers, provides students grades 2-5 with the in-depth lessons and reinforcement activities they need to become critical readers and thinkers. Students learn to distinguish between facts and opinions, identify words that describe, judge and persuade, identify the authors purpose, how to draw conclusions and how to identify related and unrelated details. A teachers guide is provided with each text.

Learning to Read and Think is found in the LVA collection under LVA374.012 GUN.

DOES YOUR STUDENT HAVE A LIBRARY CARD?

As part of our agreement with the St. Charles Library, all students must obtain a library card from the library in their town.

Having a library card will become very important to students as LVA-Fox Valley adds literacy materials to the regular library collection. They will need a library card to loan these books.

Remember the old saying, feed a person and he will live for a day. Teach him to plant and he will never go hungry. Help your student find materials in the library. You will open up a whole new world of information and hopefully, encourage lifelong learning.

SEE THE STUDENT NEWS FOR NEW BOOKS THAT HAVE BEEN PLACED IN THE REGULAR LIBRARY COLLECTION!

TUTOR TIPS: USING ENVIRONMENTAL PRINT

Environmental print focuses on words in their natural setting. It includes signs, notices, posters and ads that we see each day. Even non-readers and students with limited speaking skills are able to recognize a large number of words from their environment. Environmental print allows beginning readers and speakers to develop a sense of being a reader.

Here are some ways of using environmental print based on advertising:

1. Collect a variety of advertisements from newspapers and magazines. Remember that the library has a wide variety of newspapers and magazines with advertisements that will appeal to the varied interests of our students.

2. Have students show you ads they recognize.

3. Discuss what the ad is selling.

4. Circle words that they student is familiar with.

5. Have students write each key word on the front of an index card with the ad on the back and have them add words to their work banks (if you use this technique).

(cont. page 4)

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Environmental Print (cont.)

6. Have students bring in samples of other types of environmental print to class for discussion and/or study.

You might incorporate critical thinking skills by helping beginning or intermediate students sort out real information from exaggerated information.

Adapted in part from Teachers, Tools, & Techniques: A Handbook for ABE and GED Instruction by Koehler and Mulloy

Federal Study (cont.)

Included in this newsletter is an article about how to help students identify words in their natural setting, new books in the collection that deal with reading and thinking, and information about an upcoming tutor support session that will help you problem solve with your students. If you are interested in reading more about the NALS survey, call the office and we will send you copies of articles published in Newsweek, Time, The New York Times, Washington Post and Wall Street Journal.

The call has gone out, the challenge has been set. Go for it, tutors!

SEE ROBERT FULGHUM AT ORCHESTRA HALL

To celebrate the publication of his new book, Maybe (Maybe Not), Robert Fulghum invites readers to join him in a Chicago event featuring an evening of storytelling and song. On November 15 at Orchestra Hall, Fulghum will make a benefit presentation on behalf of the Illinois Literacy Council, Reading Is Fundamental Chicago, and the National Lekotek Center to promote families and reading.

Tickets are on sale now through Phonecharge at Orchestra Hall. Tickets range in price from $15 to $25. The Phonecharge number is (312)435-6666.

Orchestra Hall seats a little over 2,500 and the sponsors would like to have a majority of the seats filled by the book lovers in Chicagoland. The combination of an enjoyable evening and an opportunity to support family literacy efforts makes this an event not to be missed.

LVA-Fox Valley
One South Sixth Avenue
St. Charles, IL 60174

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STUDENT NEWS

A NEWSLETTER FOR, BY AND ABOUT STUDENTS

November/December, 1993

WE HAVE A WINNER!

In the last newsletter, students were asked to enter the Second Annual Student Writing Contest. Students had to answer this question. "If you could snap your fingers and change yourself, what would you become?" We have two winning entries:

My Wish For A Change

If I could snap my fingers and change into anything I would become a butterfly. I would like to become a butterfly because they are beautiful and to me they represent peace and tranquility. They also remind my of my childhood.

When I was eight years old I lived in a small town in Puerto Rico. Near our house was a big creek and a well. Everyday we carried water from the well to the house to use for our daily necessities. Now, you have to remember, that was a long time ago when water was pure and clean.

My favorite time to go to the well was around twelve to three in the afternoon because at that time there were hundreds of butterflies resting on the rocks drinking water. There were a lot of different colored and sized butterflies. I used to sit on a rock and watch them for hours. They looked so peaceful and happy, that I wished I could be one of them.

As I watched them, these thoughts crossed my mind. Are they family? Are their mother and father there with them? Is that why they look so happy? Would I be that happy if my parents were with me? See my mother died when I was four years old. I never saw my father because he was always working. I wasn't very happy because I couldn't understand why my parents weren't with me.

And so you see, the thought of being a butterfly has crossed my mind many times; not only because of this article but because when I am feeling sad and confused I wish I could fly away like a butterfly and escape reality.

C.C.

My Change

I'm a baby sitter for three children. The first child is almost seven years old. The second child is almost five years old. The third child is nine months old. These children are very lucky, because they have smart parents. The parents love the children very much and teach the children good things.

(cont. page 2)

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My Change (cont.)

Now, if I snap my fingers, I would be a rich person. If I had a lot of money, I would open a big home for orphan babies. My job would be to love babies who have no mom and dad. I would like to give the babies my heart because there is no one to love them. If someone loves the babies, then the babies will love everything: flowers, sun, bushes, people, animals, house and family.

Older people must be good teachers. When I was nine years old, my mother died. I went to live in an orphanage. A good person taught me and my eleven home sisters. I know what a baby needs to grow up to be a good person. If the babies grow up feeling loved at home and at school, then they will grow up to be good working people who love peace.

U.G.

My Second Change!

Now I'm working in a nursing home. Some of the people were once not happy and hurting inside. Now they are all glad that I work there. Some say their lives are a hundred percent better. I am very happy that I work there. Sometimes old people like talking to me. Sometimes when people are not talking, I take their hand and their heart and eyes talk to me. These old people are unfortunate because their family doesn't have time to care for them. My time and my heart are for the people. I know a little bit about herbal medicine. This medicine would help old people. Maybe somebody would give me a big smile.

U.G.

Thanks to the students who entered the contest. Each student will receive a $25 gift certificate to Lin's Garden Restaurant.

Congratulations! These are beautiful and touching stories! We are proud that you are learning with LVA.

ESL CONVERSATION GROUP MEETS NOVEMBER 1

The ESL Conversation Group will meet on Monday, November 1 at the St. Charles Library at 7:00pm.

The meeting will be run by Lori Haseltine. Lori is a tutor and a tutor trainer. She has good ideas for starting the meetings. She would like your ideas too.

Practice your English and exchange ideas with other students. These meetings are held on the first Monday of each month!

BOOK DISCUSSION GROUP MEETS NOVEMBER 9

The Book Group will meet again on Tuesday, November 9. We will start talking about Night of the Twisters by Ivy Paulsen.

This book is very exciting. Dan has been through a dozen tornado watches before, but this is the real thing. A twister is about to hit.

All students are welcome to join us. We will meet at 7:00pm in the St. Charles Library Meeting Room. Call the LVA office at 584-2811 for a free copy of the book. It is written at a 5th grade reading level. Bring your tutor if you like!

NEW BOOKS FOR STUDENTS

So many of you have had to leave the program because of your work schedules. To help you learn English, we have bought many new books. Use them until you can learn with a tutor. Some you will find in the LVA collection. Some you will find in other areas of the St. Charles Library.

Here are two that you can use without a tutor. You will find them in the kit section. You may need help finding them. Ask one of the librarians at the Reference Desk. They are happy to help you. It is their job!

Aprenda Ingles Facil Y Rapido
Kit 428.361 APR

This book and set of four cassettes make learning English fun. It has cartoons, puzzles and games to help you learn. Cassettes let you hear and say words as they are spoken.

Via Rapida Al Ingles
Kit 428.361 VIA

This is another book and cassette package. They not only teach English but give information about culture and customs of the USA.

If you have a VCR, you may want to look at these videos. They can be used by a student alone but it might be easier if you use them with a tutor.

Basic English and Intermediate English for All Students
VIDEO 428 BAS and VIDEO 428.24076 INT

These video tapes help you listen, speak, read and write English. Each video has about 15 lessons on it.

Perfect Pronunciation
VIDEO 421.54 HOW

These tapes show you how to pronounce sounds in the English language. People say the words so that you can see how they hold their mouth. They also give you some time to practice.

There are lots of books in the regular library collection that you can use. Here are a few:

Ingles para Latinos
428.3461 HAR

El ingles? Sin problemas!
428.361 ONE

Rozmowki amerykanskie dla Polakow'
(American Phrasebook for Poles)
428.391851 GAL

The University of Chicago Spanish/English Dictionary
463.21 UNI

Wiedza Powszechna Compact Polish and English Dictionary
491.85 JAS

Remember, the librarians are always there to help you. Ask questions and see what your library has for you.

WE HAVE NEW TUTORS!

Karen, Lori and Sally have just finished training tutors. They are ready for students!

If you have any friends or family members who would like to read, speak and write English better, please call our office at 584-2811. We would love to help them!

DO YOU HAVE A LIBRARY CARD?

It is easy to get a library card. Go to the library in your town and ask for one. They will give you a form that asks your name and address. Sign it and give it back to the person at the desk. You will get your library card it a few days. They will mail it to your home.

After you get your library card, you can use it at any library. You can take out books, video tapes or cassettes.

Get a library card! It will open up worlds of information to you!

LVA-Fox Valley
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St. Charles, IL 60174

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